

NEWBURGH PRESCHOOL – Child Protection Policy and Safeguarding Policy

Person Responsible	Alice Perry, Chairperson
Date Agreed with Staff and Committee	August 2019
Signed on behalf of Committee	
Frequency of policy review	ANNUAL, and as new legislation emerges
Date next Review Due	November 2020

Statement of Purpose

Within the Early Education and Childcare (ELC) setting we are committed to improving the life chances of children in our care. We acknowledge that the child's welfare and wellbeing are paramount and that we have a duty of care to implement effective policies and procedures for safeguarding our children.

The following policy provides guidance for **all** setting staff and follows the *National Guidance for Child Protection in Scotland/2014* (Scottish Government). For ease of reference we will use the term **the guidance** when referring to this document throughout the policy. The sole focus of this policy is the protection, safety and welfare of the child.

'Procedures and guidance cannot in themselves protect children; a competent, skilled and confident workforce, together with a vigilant public, can.'

(National Guidance for Protection of Children in Scotland 2014)

Throughout this guidance the term **parents** is used to include all main caregivers.

The Context for Child Protection

National Guidance for Child Protection in Scotland/2014 (Scottish Government)

The national guidance sets out common standards for child protection services in Scotland making it clear how all agencies should work together, where appropriate, to respond to concerns early and effectively, ensuring that practice is consistent and of high quality. It is supported by a suite of other policies (see Links to National Policy) and should be seen in the wider context of the *getting it right for every child (GIRFEC) approach*, *The Early Years Framework* (2009) and *United Nations Convention on the Rights of the Child*. It is supported by The Children and Young People (Scotland) Act 2014.

'This guidance, first published in 2010, sets a national framework to help shape local practices and procedures. It aims to improve the way all professionals and organisations work together to give children the protection they need, quickly and effectively at the earliest possible stage. It also highlights the shared responsibility that our agencies and services have for protecting children and safeguarding their welfare.

Partnership working is at the heart of everything we do and plays a vital role in ensuring the protection of Scotland's children and young people.'

(Aileen Campbell, Minister for Children and Young People, foreword)

Responsibility

The guidance states that everyone in Scotland has a part to play in preventing the abuse and neglect of children.

It is the duty of all those involved in early years to safeguard the welfare and interests of the children. Child Protection is the responsibility of **all** who work with children and families and having a skilled and competent workforce, along with relevant guidance and procedures, ensures that children can be protected. Everyone working with children and their families, including all professionals, volunteers and members of the community, need to appreciate the important role that they play in being vigilant and providing robust support for child protection.

The ELC setting has a responsibility to recognise and actively consider potential risks to a child. Staff will be expected to identify and consider the child's needs, share appropriate and relevant information and concerns with other agencies and work collaboratively with the family and other services to secure safer outcomes for the child.

In order to enable staff to fulfil their obligations the ELC will provide annual Child Protection awareness raising and training for **all** staff regardless of their role within the setting.

The setting will ensure that there is a designated Child Protection Officer (CPO) with overall responsibility for child protection. They will be responsible for ensuring all relevant procedures are followed when a child protection case arises.

Confidentiality will be protected but where there is reasonable cause to believe that a child may be at risk or harm relevant information will be shared with key partner agencies.

Staff will not investigate any concerns but gather initial information and establish basic facts such as what happened, when, where and by whom.

All concerns should be shared without delay. Any concerns about risk to a child's wellbeing will be shared with the child's Named Person as soon as possible. Further information on the role of the named person can be found in the glossary section of the guidance (p186) and within The Children and Young People (Scotland) Act 2014. Where concerns about possible harm or abuse arise these should always be shared with the appropriate agency (normally social work or police).

Types of Abuse

Abuse and neglect is a form of maltreatment of a child. In a child protection context there are three different types of abuse that can be identified.

Physical abuse is the causing of physical harm to a child.

Emotional abuse is persistent emotional neglect or ill treatment of a child causing severe and persistent adverse effects on the child's emotional development.

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another whether or not it is claimed that the child either consented or assented.

Child neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Further Information on Types of Abuse and Neglect can be found in the guidance p11-12 and appendix 1 of this policy.

Other indicators of risk that may affect some children include Domestic Abuse, Problem Alcohol Use and Parental Substance Misuse. For further information on these and other indicators of risk see the guidance p112-162.

Procedures

All staff have a role in relation to Child Protection and it is imperative that the appropriate procedures are followed in relation to Reporting, Recording and External Agency Recording. Staff need to understand their own role and the roles of other services when responding to concerns about a child.

Reporting

Staff must report any concerns they have about a child to the CPO within the setting. Information can be disclosed in a number of ways including:

- A child indicates or discloses harm
- A third party discloses the possibility of harm
- You are concerned that a child is or may be being harmed
- You have witnessed or heard something that causes you concern about a child's safety.

You will not be asked or need to investigate any concerns of potential harm whether they are reported to you by another person or are identified and raised by you personally.

If a staff member has child protection concerns about a child these should be discussed with the CPO. All relevant information must be reported without delay and the CPO will decide subsequent action.

Initial information should be gathered and basic facts established that relate to that concern: what, where, when and by whom. This will include suspicions or indicators of significant harm (see appendix 1) and/or direct information of concern for a child. All information must be recorded on the Chronology Form (see appendix 2). The child protection report form (CPRF) (see appendix 3) may be completed depending on the circumstances and may be held in house or sent to external agencies as deemed appropriate. Further information on sharing concerns and initial information gathering can be found on p88 of the guidance.

Recording

It is important to record all information about children and their families within the Child Protection Chronology (see appendix 2). This will ensure a record of all facts and procedures that have been followed as well as agencies that have been spoken to or consulted with as appropriate. When completing the CPRF form (see appendix 3) only facts have to be recorded including what has actually been said by a child or another person. The **actual words** used must be recorded as well as details of the time and place and any other relevant information.

External Agency Reporting

The CPO will make the decision as to when to report to external agencies with regard to reported concerns relating to the safety of a child and child protection. Staff may be required to cooperate and work with multi agency colleagues in responding to and supporting children and families who may be subject to ongoing child protection procedures and responses.

The process of responding to child protection concerns in diagrammatic form can be found on p85 of the guidance.

Newburgh Preschool is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All childcare settings must comply with The Prevent of Duty to help protect children from extremism. For those working in early years settings, all employees must be vigilant and are required to inform the necessary agencies if they suspect children are being exposed to extremism. Protecting children from extremism should form part of settings safeguarding procedures.

It is leaders and managers responsibility to protect children under section 26 of the Counter-Terrorism and Security Act 2015.

Training for childcare settings

In order for everyone working in childcare to be confident in identifying risks, training should be of a high priority. This training will give more knowledge of the definition of extremism and what to look out for.

Who to contact if you have a concern?

Follow safeguarding procedures. In an emergency inform Police. Either Local Community Officer or by calling 101

What policies should managers add the Prevent of Duty to;

It is best practice that managers don't create a separate policy, as **The Prevent Duty can be added to existing policies such as e-safety, recruitment and safeguarding and whistleblowing.**

Newburgh Preschool is aware of the requirement of promoting British Values, it is important that we understand how promoting British Values is linked to the Prevent of Duty. The promotion of inclusion and British Values are a toolkit of anti-radicalisation and the setting should see these as linked not separate.

To help comply with The Prevent of Duty Newburgh Preschool will ensure the whole team are confident in being able to identify risks and know what to do in the case of a concern.

To achieve this we will

Access training where possible

Build children's resilience and promote British values enabling them to challenge extremist views.

Ensure all staff understand the risks so that they can respond in the appropriate way.

Be aware of the online risk of radicalisation through the use of social media and the internet.

As with all safeguarding risks, all staff will be alert to changes in children's behaviour which could indicate the need for help or protection. The Key worker approach means that we already know our key children well so are quick to pick up on changes in behaviour.

We will not carry out unnecessary intrusion into family life but we will take action if behaviour is of concern.

Effective relationships with families will help pin point concerns. In turn we can also assist families who raise concerns with us and point them to the relevant authorities

Promoting British Values in the setting can be easily achieved. Many people have become confused by the whole term British values, thinking this is about teaching the children about the Queen, Big Ben, black taxis, drinking tea and eating scones. When in fact the British Values should really be referred to as human values such as sharing, turn taking, teaching children about respecting other views and celebrating other culture and faiths. It is not all about teaching the children about being British as children should learn about all faiths and cultures and engage in

different celebrations.

The government defined the British Values as being:

- Rule of Law
- Democracy
- Individual Liberty and Mutual Respect
- Tolerance of different faiths and beliefs

These values are already being promoted in the setting with the Curriculum for Excellence, National Care Standards, Getting it right for Every Child and How good is our Early Learning and Childcare and our own Values and Visions.

By evaluating practitioners practice, this will provide both manager and practitioners with a clearer picture of how each value is being embedded in every practice.

All Practitioners must be able to identify children who may be vulnerable to radicalisation.

- There is no single way to identify an individual who is likely to be susceptible to a terrorist ideology, but staff must be alert to changes in children's behaviour, including very young children, which could indicate they need help or protection.
- These behaviours could manifest themselves at circle time, role play or quiet activities.
- People from all walks of life can be drawn in to radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion. We should not be intruding in to family life but taking action only if we observe a behaviour of concern.
- We endeavour to support our children by providing learning through play and opportunities to help them develop positive, diverse and communal identities, as well as their well being.
- In early years settings it is about being vigilant and noticing possible signs of children at risk. Irregular attendance can be a possible sign that children may be at risk. It is practitioners responsibility to observe children's attendance and notify the manager who will then look into this further.

What to do if you suspect that a child is being radicalised?

Follow the settings normal safeguarding procedures.

Monitoring of this Policy

It will be the responsibility of Susan Owens to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented.

This will be achieved through both formal and informal observation of staff practice, regular review of the setting's Child Protection practices, procedures and paperwork and annual Child Protection training for all staff as a team.

Appendices:

Appendix 1 – Indicators of Abuse

Appendix 2 – Child Protection Chronology

Appendix 3 – Child Protection Report Form

See also:

Outings Policy

Use of ICT Policy
Confidentiality Policy
Recruitment Policy
Complaints Policy
Whistleblowing Policy
Staff Development Policy

Links to national policy:

United Nations Convention on the Rights of the Child (Article 3: Best Interests of the Child)
<http://www.unicef.org.uk/Documents/Publication>

Protecting Children and Young People: The Charter (Scottish Executive 2004)
<http://www.scotland.gov.uk/Publications/2004/04/19082/34410>

The Children (Scotland) Act 1995 and other relevant legislation
<http://www.legislation.gov.uk/ukpga/1995/36/contents>

National Guidance for Child Protection in Scotland (Scottish Government 2010)
<http://www.scotland.gov.uk/Publications/2010/12/09134441/0>

Getting it right for every child (GIRFEC)
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Getting Our Priorities Right (Scottish Government)
<http://www.scotland.gov.uk/Publications/2013/04/2305>

The Common Core of Skills
<http://www.scotland.gov.uk/Publications/2012/06/5565>

The Early Years Framework (2009).
<http://www.scotland.gov.uk/Publications/2009/01/13095148/0>

The Children and Young People (Scotland) Act 2014
<http://www.legislation.gov.uk/ukpga/1995/36/contents>

Find out more:

Children 1st – Scotland's National Children's Charity
<http://www.children1st.org.uk/help-advice/>

Children and Young People's Commissioner Scotland
<http://www.cypcs.org.uk/about>

Indicators of Abuse

(This list of indicators is not exhaustive and is not mutually exclusive.)

Neglect

- constant hunger
- poor personal hygiene
- a constant tiredness
- inappropriate/inadequate clothing
- unkempt and general waif-like look
- untreated illnesses
- exposure to danger; lack of supervision
- destructive tendencies
- low self-esteem
- poor social relationships
- compulsive stealing or scavenging

Physical abuse

- unexplained injuries or burns - particularly if recurrent
- inconsistent and/or improbable excuses given to explain injuries; untreated injuries
- reports of punishment which seem excessive
- bald patches
- withdrawal from physical contact; over reaction to sudden movement of adults
- arms and legs covered in hot weather
- fear of returning home
- fear of medical help
- self destructive tendencies
- aggression towards others
- site of bruise not normally associated with play
- failure to thrive
- untreated injuries

Sexual abuse

- itching in the genital area
- soreness in the genital area
- unexplained rashes or marks in the genital area
- pain on urination
- difficulty in walking or sitting
- stained or bloody underclothes
- recurrent tummy pains or headaches
- bruises on inner thigh or buttocks
- frequent masturbation (many young children masturbate occasionally for comfort/experimentation)
- inappropriate language for a pre-school child
- inappropriate sexual knowledge for a pre-school child
- making sexual advances to adults or other children
- wariness of being approached by anyone, possibly combined with a dazed look
- regression to younger behaviour
- distrust of a familiar adult; anxiety about being left with adults
- sexually explicit play with toys and other children

Emotional abuse

Emotional neglect is often difficult to detect and can occur by itself, or in conjunction with physical abuse. It may occur when a child is physically well cared for.

- overly withdrawn child
- overly aggressive child
- constant wetting or soiling
- frequent vomiting
- persistent rocking movement
- very poor language development
- inability to relate to peers or adults
- fear of new situations
- parental attitude to child

Other possible signs are:

Significant lack of growth

Weight loss

Hair loss

Poor skin and muscle tone

Circulatory disorders

Lethargy

It is important to recognise that some of the signs and symptoms could arise from other causes. Ask for explanations of any injury. Consider the explanation in conjunction with the developmental age of the child. In addition to recording information about a child's actions, it is also useful to take notes of anything a child says which is indicative of neglect or harm.

(Insert the name of your ELC setting here)

Chronology

Child's Name:

D.O.B.:

Carer's Name:

Date Chronology started:

Child's key person:

Signature/Date	Observations and Discussions	Agreed actions/persons spoken to:

Signature/Date	Observations and Discussions	Agreed actions/persons spoken to:

Signature/Date	Observations and Discussions	Agreed actions/persons spoken to:

Child Protection Report Form

(Insert the name of your setting here)

Please indicate what you are reporting:

- I have concerns that abuse may be occurring
- I was involved with an incident with a child
- I was witness to an incident with a child
- I have received an allegation of abuse
- A child has told me that they are being abused

Important Information:

Your name:

Your contact details:

Name of child concerned:

Capacity in which child is known to you:

Information relating to the child:

Date of birth:

Home address:

Carer:

Is the child already known by Social Work?

(If yes, enter name and contact details of Social Worker)

Is the main carer aware of this referral?

(If no, please explain why)

Nature of concern or incident:

Signed: Date:

Print Name:

Designation:

Action taken:

Please indicate which of the following actions have been taken:

- Concern/incident recorded in the child's Chronology
- Child Protection Record form completed
- Child Protection Record Form Kept on file – no referral made (please give reasons for decision)

- Child Protection Record Form passed to external agencies (please specify which agencies)

Also inform Care Inspectorate

HQ

11 Riverside Drive

Dundee

01382 207100

Aberdeen Office

48 Huntly Street

Aberdeen

0345 6009527

Signed:(CPO) Date:

Signed:(Manager) Date: